DOCUMENT RESUME

ED 085 829 88 EA 005 700

TITLE	Report of the Committee To Study the Feasibility of the Extended School Year. End of Project Report.
INSTITUTION	Richland County School District 1, Columbia, S.C.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; South Carolina State Dept. of Education, Columbia.
REPORT NO	00-0000-71-066
PUB DATE	26 Aug 72
NOTE	64p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Continuous Progress Plan; Elementary Schools; *Extended School Year; *Feasibility Studies; Program Costs; Program Descriptions; Program Evaluation; Quarter System; School Calendars; Secondary Schools; *Trimester Schedules; *Year Round Schools
IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III; Quinmester System; South Carolina

ABSTRACT

The major activities carried out in the study were the researching of available data pertaining to past attempts at extended school year programs; programs now in operation; and current theories, projections, and sociological trends relative to extended school year plans. Each plan was evaluated according to its potential to contribute meaningfully to the development of a financially feasible system of educational priorities capable of meeting present and future needs of children. The report considers in detail the trimester, the quadrimester, the quinmester, the extended summer, the continuous learning year, and the multiple trails extended school year plans as well as several variations of these plans. The advantages, disadvantages, and cost estimates for each of the plans are considered. The main portion of the presentation concludes with the committee's findings and recommendations regarding the adoption of a modified trimester extended school year plan for Richmond. The appendixes contain a statement and a position paper on year-round education, guidelines from other States on their systems, the mechanics and rationale for implementing the Richmond plan, a report on the 1970-71 Richmond retention rate, and cost estimates on the establishment of a family data bank. (Pages 46 and 54 may reproduce poorly.) (Author/DN)

FILMED FROM BEST AVAILABLE COPY

ED 085825

END OF PROJECT REPORT

OF

THE EXTENDED SCHOOL YEAR GRANT

TITLE III: PUBLIC LAW 89-10

E S E A

Submitted By:

RICHLAND COUNTY SCHOOL DISTRICT ONE

1616 Richland Street
Columbia, South Carolina

Presented To:

SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION

RUTLEDGE BUILDING
Columbia, South Carolina 29201

August 26, 1972

EA 005 700

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

TABLE OF CONTENTS

Part I	Statistical Report
Part II	Narrative Report
Part III	Financial (Estimated Expense Breakdown)
Part IV	Equipment Use Report

SOUTH CAROLINA DEPARTMENT OF EDUCATION

PART I
STATISTICAL REPORT
Elementary and Secondary Education Act, Title III, P. L. 89-10, As Amended

CTION A - GENERAL PROJECT INFORMATION

NAME AND ADDRESS OF LOCAL SCHOOL DISTRICT

Richland County School District One
1616 Richland Street
Columbia, South Carolina 29201

2. REASON FOR SUBMISSION OF THIS FORM (Check One)

a. ( ) INITIAL APPLICATION FOR TITLE III GRANT

b. ( ) APPLICATION FOR CONTINUATION GRANT
PROJECT NO. _____

c. (X) END OF PROJECT REPORT
PROJECT NO. 00-0000-71-066

PROJECT TITLE (5 WORDS OR LESS)
THE EXTENDED SCHOOL YEAR

CRITICAL NEEDS DESCRIPTOR

(a) ELEMENTARY
(X) READING
(X) LANGUAGE ARTS
(X) MATHEMATICS

(b) SECONDARY
(X) READING
(X) SOCIAL STUDIES
(X) SCIENCE
(X) LANGUAGE ARTS
(X) MATHEMATICS

(c) OTHER
(X) PRE-VOCATIONAL
(X) VOCATIONAL
(X) DROPOUT PREVENTION
(X) STAFF IMPROVEMENT

TITLE III FUNDS REQUESTED	BEGINNING DATE (Month, Year)	ENDING DATE (Month, Year)	FUNDS REQUESTED
a. Initial Application (approval dates)	Sept. 1, 1971	Aug. 26, 1972	$25,000.00
b. Application for First Continuation Grant			
c. Application for Second Continuation Grant			
d. Total Title III Funds	XXXXXXX	XXXXXXXX	$25,000.00

NAME AND ADDRESS OF PERSON AUTHORIZED TO RECEIVE GRANT

Dr. Claud E. Kitchens
Richland County School District One
1616 Richland Street

TITLE: Superintendent
PHONE: 765-2491 Ext. 200

7. LIST SCHOOL DISTRICTS TO BE SERVED BY PROJECT

Richland County School District One

TOTAL DISTRICTS SERVED: One

NAME OF PROJECT DIRECTOR

Miss Joyce M. Gayden

PHONE: 765-2491 Ext. 230

9. ADDRESS (Number, Street, City, Zip Code)
Richland County School District One
1616 Richland Street
Columbia, South Carolina 29201

hereby certify that the information contained in this application is, to the best of my owledge, correct and the local educational agency named above has authorized me as its presentative to file this application.

. SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT

Claud E. Kitchens

11. DATE
August 26, 1972

AME OF SCHOOL DISTRICT: Richland County School District One

OTE: SECTIONS B AND C MUST BE COMPLETED FOR EACH DISTRICT THAT IS TO BE SERVED BY THE PROJECT.

SECTION B - FISCAL INFORMATION

1. PER PUPIL (ADA) EXPENDITURE OF NON-FEDERAL FUNDS
   a. FISCAL YEAR ENDING JUNE 30, 1968 _____
   b. FISCAL YEAR ENDING JUNE 30, 1969 _____
   c. ESTIMATED EXPENDITURES FISCAL YEAR ENDING JUNE 30, 1970 _____

2. ASSESSED VALUATION AND TAX LEVY
   a. TOTAL ASSESSED VALUATION _____
   b. ASSESSED VALUATION PER PUPIL _____
   c. ASSESSED VALUE AS PERCENT OF TRUE VALUE _____
   d. NUMBER OF MILLS LEVIED FOR OPERATIONS _____
   e. NUMBER OF MILLS LEVIED FOR DEBT SERVICE _____

SECTION C - TOTAL SCHOOL ENROLLMENT AND PROJECT PARTICIPANTS

		PRE-KINDER-GARTEN	KINDER-GARTEN	GRADES 1-6	GRADES 7-12	OTHER (SPECIFY)	TOTALS
a. School Enrollment in District	Public	0	675	18,324	17,843	866	37,708
	Non-Public	60	30	2,590	900	0	3,580
b. Persons Participating in Project	Public		5	25	25		55
	Non-Public				76		76
	Not Enrolled						
c. Staff In-Service Training	Public			75	436		511
	Non-Public						
d. Participation by Ethnic Group	White						41%
	Non-White						35%

PART II NARRATIVE REPORT

END OF PROJECT REPORT

Procedures, Current Activities, And Program Content

The entire thrust for the procedural operation of this Project was for a thorough study of the various Extended School Year methods of public school operation. This was to be followed by concluding recommendations to the Administration as to the feasibility of adopting all, or any part, of any of these methods of operation for use in Richland County School District One.

A complete account of the procedures, activities, program content, and possibilities for continuation; are included in the full, Report of The Committee To Study The Feasibility of The Extended School Year, beginning on the next page.

REPORT OF THE COMMITTEE TO STUDY THE FEASIBILITY OF THE EXTENDED SCHOOL YEAR

August 1972

DEPARTMENT OF INSTRUCTION

RICHLAND COUNTY SCHOOL DISTRICT ONE

1616 RICHLAND STREET

COLUMBIA, SOUTH CAROLINA 29201

"Tomorrow's school will be a school without walls -- a school unit of doors which open into the entire community. Tomorrow's school will reach out to the places that enrich the human spirit -- to the museums, the theaters, the art galleries, to the parks, and rivers, and mountains. Tomorrow's school will be a shopping center for human services. It will employ its buildings 'round the clock' and teachers 'round the year."

Lyndon Baines Johnson
President of the United States

TABLE OF CONTENTS

	Page
Committee Membership List	Inside Front Cover
Foreword	1
Background Findings And Data Analysis	4
The Six Basic ESY Plans And Some Variations	8
Conclusions	16
Recommendations	18
Concomitant Recommendations	20
Appendices	21
A. Statement on Year-Round Education	22
B. Position Paper State of South Carolina (South Carolina)	24
C. Tentative Guidelines for the Quarter System (Texas)	27
D. Method of Distributing General State Aid (Illinois)	35
E. Big City Crises in Education	37
F. WIRC-TV and the Proposed Program For Curricular Revision	38
G. Rationale and Mechanics of Implementation for "Peer Progression Education"	40
H. Proposed Schedule for "Peer Progression Education"	46
I. Report on 1970-71 Retentions (Richland District One)	47
J. N.C.R. Cost Estimate on Family Data Bank	53

FOREWORD

In the spring of 1971, the South Carolina Department of Education notified all school districts in the State that a limited number of twenty-five thousand dollar grants would be available under Title III of Public Law 89-10 for the purpose of conducting twelve months feasibility studies of the Extended School Year. Dr. Claud E. Kitchens, District Superintendent, submitted a project proposal to the State Department for such a grant on June 28, 1971. This District was one of the four successful petitioners for these grants, (the others being Florence, Rock Hill, and Spartanburg.) The District received approval notification from the State Department on August 27, 1971. On October 3, 1971, Miss Joyce Gayden was appointed by the Administration as Project Director and the necessary organization for the study was begun.

The Project writup as approved, provided for the division of the schools in the district into four clusters and the designation of one of these as the "Intensive Planning Cluster". It further provided that the individual school representatives on the Study Committee be drawn entirely from the staffs of the eleven schools composing the Intensive Planning Cluster. Consequently, a staff committee of fifty members was appointed; three teachers and the principal from each elementary school in the Cluster, and four teachers and the principal from each secondary one. In addition a group of consultants to the committee was appointed consisting of four representatives from the administrative staff and one from the University of South Carolina Center for Integrated Education.

In carrying out its study, the Committee researched all available data pertaining to past attempts at extended school year programs, programs now in operation, and current theories, projections, and sociological trends relative to extended school year plans. The criterion in every case was the appraisal of each

plan as a superior means for accelerating the Administration's current efforts to develop a financially feasible system of educational priorities that will meet the present and future needs of children. The committee also conducted its study through representation at meetings and seminars on extended school year programs, and through personal contacts with people presently involved in such programs.

At about mid year in the study an unexpected new element was introduced when the four district directors received a strong inference from within the State Department of Education to the effect that the Department had singled out the quinmester plan from other extended school year programs, and was considering its proposal for statewide adoption in the near future. Shortly thereafter, the directors of the Rock Hill and Spartanburg districts announced their selection of the quinmester as their model for implementation. After careful consideration of this information, the Committee concluded that any like action on their part at that time would not only be premature, but might also create serious problems for three new District programs that were being carefully correlated with the ESY Feasibility Study. These programs were: a pilot (already underway) in curriculum revision in the Social Studies, a planned summer workshop in course writeups and curriculum revision techniques, and a field study (planned for the fall of 1972) of the Social Studies Pilot. Consequently, the decision of the Committee was to continue the feasibility study as planned, until the termination date for the Project on August 26, 1972. From this mid year point on, however, the committee gave special attention to the quinmester plan, and to the possible ramifications should this plan be proposed to the Legislature for implementation on a statewide basis. A somewhat similar case in point was already developing in the state of Texas, and personal contact was made with a member of the Texas Education Agency, who graciously forwarded a detailed report to the Committee for perusal.

So broad is the scope of any feasibility study of the nature of this Project, that the Committee, in its eight months survey was compelled to investigate, and in some cases to research and evaluate, nearly every facet of the educational program in the District. From this work there evolved a number of ideas for change that were origional and unrelated to any known ESY programs. In the final analysis, the generally positive reaction from a spot check of teachers in the Intensive Planning cluster schools, convinced the Committee to combine the best of these ideas in a total program for presentation to the Administration. This program has been given the title of, "Peer Progression Education." (see Appendix H p. 46)

Just prior to the time period of this study, interest in the extended school year developed rapidly across the country and continued to accelerate during the course of the study. The almost constant flow of published comment on the subject was so prolific that it became a minor preoccupation of the Committee to keep abreast of it. In the pursuit of this endeavor, the Committee itself amassed a selected bibliography of some eight hundred titles, the majority of which were from recent periodicals and reports.

Including the above mentioned bibliography the Committee compiled a total of seven extended school year information booklets and leaflets. Five of these have already been published and distributed under the following titles:

1. Project Guide for Committee Members
2. Year Round Schools - A Problem Solver?
3. Some Pros and Cons of Extended School Year Education
4. The Extended School Year - A Chronological, Selected Bibliography from 1907 to 1972
5. Report of The Committee To Study The Feasibility of the Extended School Year

Two additional booklets are being readied for publication, these are:

1. The Dollars And Sense of ESY Education
2. Peer Progression Education - A Proposal for an Extended School Year Plan

BACKGROUND FINDINGS AND DATA ANALYSIS

Like the majority of the States in this country, state aid for public school pupils in South Carolina is appropriated on the basis of a 180-day school year. Furthermore, the distribution of these funds is provided for only during the September to June portion of the year. Consequently, local school officials have been understandably dubious of any proposals that would call for changes either in the school year calendar or in the number of instructional days. In recent months, however, the South Carolina Department of Education has given strong indications of its willingness to take the lead in proposing legislation that will provide for changes of this nature. Texas, Illinois and California have already passed such legislation.

The nine-months school year is more of a tradition than a mandate. It has its roots in America's agrarian past when most men were farmers and pupils and teachers alike were often needed to produce and harvest the crops. But times have changed and the school calendar has not. What was applicable to rural America may no longer be applicable in a time when 73.5 percent of the nations people live in cities.

Paradoxically, in the matter of financing alone, big city education in the seventies may be in for a headache far worse than the monumental one they have already developed. (see Appendix E p. 37) Citizens of metropolitan areas, in particular, are openly expressing their anger over the educational and sociological problems in their schools; and venting their displeasure where it hurts the most -- at the tax polling booths. Concurrently, reverberations are continuing throughout the country as a result of the Texas court case and the Serrano decision by the California Supreme Court in 1971. The urban climate for education in 1972 forecasts even more gloom; with two states, Kansas and Idaho, already having suits filed against them charging inequities in distribution of school aid funds. In Minnesota, a new

law provides for a sharing of commercial and industrial growth among all taxing units, including school districts within a metropolitan area. In Massachusetts, the commissioner of education, is urging the creation of a commission to study the feasibility of state assumption of the total cost of elementary and secondary education. At this point, many urban educators are ready to take a look at "year-round schools", or anything else that might help them solve their problems.

The extended school year idea is not new. Bluffington, Indiana, in 1904; Newark, New Jersey, from 1912 to 1931; and Nashville, Tennessee, from 1924 to 1932 all tried a type of extended school year program. Again in the 1950's longer school terms were proposed twice, both as a answer to the post World War II pupil population explosion, and later as a jolting public reaction to the Russian lauching of Sputnik I. The idea gained an even greater momentum in the closing years of the 1960's, that has continued unabated into the 1970's. The stimulus for much of this ongoing activity can be traced to two major sources: first the origination and implementation of several new and exciting approaches to the extended school year, and the degree of public support that they were able to generate; and second, but certainly not least, the somewhat sudden public awareness, of the greater availability of federal funds for extended school year feasibility studies, curriculum revision needs, and pilot programs.

In a recent Special Report by Education U.S.A.,(1) it is estimated that about 25 school districts across the country operated either full extended year programs or pilot projects in one or two schools during the school year 1971-72. In addition, scores of school districts in at least 27 states were actively studying the concept. The report predicts that the idea will grow even more in the years ahead because of "the continuing and rising pressures for more and better learning for children" and "the constant demands from taxpayers to at least hold the line on educational expenses." The financial crises in education will also

(1) Year-Round School: Districts Develop Successful Programs. National School Public Relations Association, Washington, D. C.

deepen, the report states, and as it does so, "more and more school boards will continue to look at year-round schools as the most viable alternative," since "it does offer many possibilities for solving other educational problems."

Despite these happy predictions for supporters of the extended school year concept; the report points out that opposition and problems still remain. Chief among these are: the difficulty of convincing state legislatures to make the necessary legal revisions, lack of community support or student interest, local conflicts and confusion as to which plan should be used, and the entire question of financing the program.

Although the committee concurs with the report's premise that the main reason for the appeal of ESY programs is economic, it does so reluctantly. There is ample evidence to support the pleas of proponents of extended year education not to promote it as a cost-saving plan; and it is erroneous to suggest that the dollar-savings possibility is either the best or the soundest reason for the adoption of any ESY plan. Some districts have been disillusioned to find that savings in facilities were negated by increased instructional costs; while others, due mainly to the methods they employed, have been discouraged by actual cost increases of considerable proportions. Districts that did not over-sell this feature on the other hand; or did not sell it at all, seem to be enjoying the greatest degree of success. Atlanta, Georgia, now in the fifth year of a secondary level, staggered quarter plan of their own devising, made no bones about the additional 1.5 to 2 million annual cost for the program. "We didn't go on the year round school to save money," said Assistant Superintendent Hinson, "We wanted to set up the curriculum to enrich the educational opportunities for students and not to restrict them" (Atlanta high schools now offer 860 different courses compared to 100 before the plan went into effect, and the summer tuition fees are absorbed by the district.)

One of the positive aspects of extended year education is its many forms which can be adapted to the needs of individual schools or school districts. It is an educator's grab bag of new and innovative ideas that can run the gamut from Illinois' 45-15 plan (Valley View District), with its community jolting, mandatory rotating calendars; to Nevada's night and day high school in Las Vegas. The multitude of features that communities and school boards can select from include optional, voluntary, or mandatory pupil attendance plans; from 180-day to eleven months long sessions for everyone; and length of employment agreements that range from the traditional take-it-or-leave-it offer, to individual teacher contracts with the board.

For communities of sufficient size to support and sustain an ESY program that has been carefully tailored to its own needs, there can be great positive gains, many of which, happily, fall into the category of benefits for students. Such features as: optional quarters, more flexible scheduling, shorter courses; more, and less restricted; curricular choices, increased opportunities for individualized instruction, self study, and enrichment, all have tremendous appeal for students.

A serious, but not too easily detected, flaw common to most of the current ESY programs that feature excellent and extensive curricular programs, is their apparent inability, so far, to assure the equitable availability of all curricular offerings to all eligible students on a district wide basis.

There are more than thirty plans for the overall operation of the extended school year; and excellent prospects of more to come. Most of the present plans contemplate a lengthening of the time school is in session from the traditional 180-day school year, to as much as 225 instructional days. Fortunately, nearly all of this exhausting labyrinth of approaches are variations of six basic plans: the trimester, the quadrimester, the quinmester, the extended summer, the continuous learning year, and the multiple trails plan.

THE SIX BASIC ESY PLANS AND SOME VARIATIONS

THE TRIMESTER PLANS*

Under the basic plan, three terms of 70 to 80 days each make up a school year of 210 to 240 instructional days. By lengthening class periods, the number of instructional hours in each trimester can be made equal to those in a semester.

Variation 1. The Continuous Progress Trimester

Plan has a mandatory 240 day instructional year, divided into three 80 day terms. The one week vacation period between terms is uniform for all, and both teachers and pupils are required to attend all three trimesters. The design of the program is for all students to complete six years in five and graduate in ten years.

Advantages - Proponents stress cost savings and efficiency, plus great opportunities (for the gifted) in the automatic acceleration feature.

Disadvantages - Critics list four: (1) Acceleration for all students is unwise - both students and school program would suffer. (2) Post high school study would begin at age 16 - maturity factor would be a handicap. (3) Graduates entering job market too young to meet requirements of work laws and regulations. (4) High school athletic program would be damaged - students younger than their competition.

Cost- An immediate increase of about 14.7% , with a steady annual decline in this increase, resulting in a projected reduction of 4.23% in ten years. The only cost savings possibility would be through the estimated 16 2/3% reduction in enrollment upon completion of the ten year cycle. Operational cost, however, would remain a plus.

*Cost percentage estimates for all plans are by courtesy of the South Carolina Department of Education.

Variation 2. The Staggered Or Optional Trimester

Plan has a mandated 150 day instructional year divided into three 75 day terms. The vacation period for each student is 75 school days long. The length of the school day is extended to 7½ hours to compensate for the fewer instructional days. Theoretically, only 2/3 of the students are in school at any one time.

Advantages - Staggered Plan: 1/3 less building space needed

Optional Plan: None found other than that students have an option.

Disadvantages - Staggered and Optional Plans:

Critics list six: (1) Vacation period too long. (2) Extending length of school day not a valid argument for fewer instructional days - little children get too tired, and working students are penalized. (3) Public not likely to accept a staggered vacation pattern that lengthy in a school term that short. (4) A poor arrangement for staff employment opportunities. (5) Quality of the educational program is reduced. (6) Athletic programs handicapped.

Cost - Staggered Plan: Immediate annual increase of about 9% - 1/3 saving in building space.

Optional Plan: Dependent upon the number of students selecting the summer (optional) trimester.

THE FOUR QUARTER (OR QUADRIMESTER) PLANS

The basic plan encompasses a school year of 200 to 240 instructional days broken into four quarters usually of equal length - choices of length for the quarters varies from 45 to 60. The most popular plan to date, it has infinite possibilities for variation.

Variation 1. The Continuous Progress Quarter

Plan has a mandatory 220 day instructional year, broken into four 55 day quarters. Vacations are standard for all - 2 weeks at Christmas - 6 weeks in the summer. The program is designed to complete the regular 12 year program in 10 years.

Advantages - (1) Shorter learning units reduce failure and drop-out rate. (2) Accelerated program provides 16 2/3 more building space after end of first cycle. (3) Excellent opportunities for program flexibility.

Disadvantages - The same as those for the Continuous Progress Trimester.

Cost - About the same as those for the Continuous Progress Trimester.

Variation 2. The 50/15 Continuous Progress Quarter Plan

Plan has a mandatory four quarter school year - fifty school days per quarter, and 15 day breaks between each quarter. The breaks are divided into 3 weeks vacation for students and 2 weeks for teachers. All staff work the third week, which is set aside for parent-teacher conferences and inservice education.

Advantages - (1) Excellent opportunities for broadening and enriching the curriculum. (2) Longer learning period. (3) Shorter and more frequent vacation periods are conducive to a better learning situation. (4) Report cards are replaced by parent teacher conferences at the end of each quarter. (5) School facilities are utilized year-round; (6) Teachers have a longer work year.

Disadvantages - (1) Initial public reaction to change. (2) Teachers have little or no opportunities for graduate study. (3) Maintenance and wear-and-tear problems are accelerated.

Cost - 10% higher operational cost than regular 9 months school.

Working Example - Hayward Elementary School, Hayward, California

Variation 3. The 45/15 Continuous Progress Plan

This is a mandatory, rotating, four quarter plan designed solely to maximize available space. It is sometimes called the 9-3 Plan. This program divides the traditional 180-day school year into four 45 day sessions with three 15 (school) day vacation periods dividing the sessions. Pupils are required to attend for a full 180 days but not all at the same time. The student enrollment is divided into four groups A-B-C-D and these groups are then enrolled for attendance in rotation. Not only during their enrollment year, but throughout their school careers, these four groups retain the same order for rotation and essentially the same student personnel. Only 3 groups, 3/4 of the total enrollment, are in school at any one time.

Advantages - (1) 25% gain in the use of all instructional facilities and non-consumable materials. (2) 25% gain in building space. (3) Shorter learning units and shorter and more frequent vacation periods reduce failure and drop-out rate. (4) Shorter and more self contained terms provide easier makeup for absence or failure (5) Longer employment period for part of the staff.

Disadvantages - (1) Mandatory rotation of both the pupil's attendance and vacation periods is hard to sell to parents. (2) Any greater learning potential for the plan is in doubt. (3) The complicated mechanics of implementation and administration add considerably to the staff work load. (4) The number of opportunities for full employment are limited.

Cost - Initial cost increase of approximately 15% - 5% cost reduction projected due to 1/4 less need for building space.

Working Example - Valley View Elementary School District, Lockport, Illinois.

Variation 4. The Staggered Four Quarter Plan

This program eliminates the traditional summer school; it is a mandatory, rotating plan, and another building space saver. The program divides a 240 day instructional year into four terms of 60 days each - 3 terms are mandated for pupils who are required to attend for 180 instructional days. Three fourths of the pupil population is in attendance and 1/4 on vacation at any given time.

Advantages - About the same as the 45-15 Plan.

Disadvantages - Same as above plus the fact that it is an extremely costly program.

Cost - This may be the most expensive of all ESY plans, as the increase in annual cost would be approximately 25%.

Variation 5. The Optional Four Quarter

This is one of the oldest of the extended school year plans. A school year of 230 instructional days is broken into three 60 day quarters and one summer quarter of 50 days (class periods 10 minutes longer to make up the difference.) Students may select any three consecutive quarters and four are permissible.

Advantages - (1) The summer term is a full quarter term, (2) Opportunities for acceleration, enrichment and remediation are excellent, (3) Students like the optional factor.

Disadvantages - (1) Too few students, so far have taken advantage of the summer quarter, especially those who need it the most.

Cost - An annual increase of approximately 15% - much greater increase if summer tuition is not charged.

Working Example - Secondary schools in Atlanta-Fulton County, Atlanta, Georgia.

THE QUINMESTER PLAN

This plan is the most promising yet devised for the development of a program of educational excellence. Opportunities for a richer and more relevant curriculum, and for structuring the learning material into shorter, self contained units are applause worthy features.

Basically, the Quinmester Plan is similar to the modified summer school plan. An instructional year of 225 days is divided into five 45 day terms. Four of these terms (180 days) comprise the regular school year, and the fifth term is the summer quin.

Variation 1. The Summer Optional Quinmester

This program follows the same structure as the basic plan. Attendance is mandatory for the regular (180 day - four term) school year. The summer term (5th quin) is optional, students attending may complete an additional quarter year.

The full-term summer program is a plus for acceleration or make-up but the price is high! (see cost)

Advantages - Excellent opportunities for enrichment, acceleration and remediation.

Disadvantages - The small and unpredictable number of students who will voluntarily attend a summer program added to the regular school year, creates both operational and financial problems. This is particularly true in this plan where a "full term" is attempted.

Cost - Substantial increases in operational cost to the state or to the school district if tuition is not charged, and a like increased cost factor to the public (for a full course load,) if tuition is charged.

Variation 2. The Staggered Quinmester

This plan is the same as the basic plan with one significant alteration. The staggered quinmester is a student cycling plan featuring a mandated 180 days (4 terms) of instruction and one pre-set, optional term. Only 4/5 of students are in school at any one time.

Advantages - (1) 1/5 less building space required, (2) Shorter learning units, (3) Greater program flexibility.

Disadvantages - (1) Mandated vacation periods unacceptable to many parents. (2) Athletic programs handicapped.

Cost - The concept is new; where summer tuition is charged, an annual increase of 15% is projected, but don't actually know yet.

Variation 3. The Open Option Quinmester

The signal feature of this plan is the student's right to opt any one of the five terms he wishes. Students are required to attend four terms or quins (180 days) and may attend the fifth quin for acceleration or remedial work.

Advantages - (1) The open option feature has tremendous appeal for students (2) A much higher percentage of students may elect to attend the summer term under this plan.

Disadvantages - The open option feature may lead to many and costly complications. (see cost)

Cost - No cost estimates are available yet for this new concept, but it has the same predictability for increased cost (and for the same reasons) as for the summer optional quinmester. The difference here is, that whether tuition fees are charged or not, some increased operational cost to the state or school district is inevitable, since the student who selects the summer quin as one of

his four required terms, is entitled to a full slate of course selections for this summer term (as it is now a part of his school year.) He is also entitled to daily transportation to and from school, if such transportation is provided for pupils who attend the other terms.

Working Example - Dade County (secondary schools,) Florida

CONCLUSIONS

1. Extended school year programs are feasible economically.
2. For school systems that have the size to support and sustain such programs, the extended school year offers wide opportunities for enrichment, acceleration, and remediation.
3. In any of the extended school year plans designed for educational excellence, the students should be the major beneficiaries.
4. ESY calendars that divide the school year into shorter, self contained terms, offer distinct advantages to the students.
5. No new program for change, ESY or otherwise, should be considered that is not firmly anchored to a sound and progressive curricular base.
6. The greatest single deterrent to the successful implementation of any extended year program may be the public reaction to change.
7. In the final analysis, school boards should make every effort to include the communities as well as their staffs in the consideration of any major proposals for change.
8. Plans calling for alterations either in the 180 days of attendance for pupils, or in the length of the school year, will require a revision of state aid formulas.
9. The school board should seek the advise and assistance of both the Governor and the State Department of Education should changes in state laws be needed to implement extended school year programs.
10. There are wide divergencies of public reaction to the concept of extended school year education, but there is no doubt that the program has enormous appeal for two often divergent groups: the practical economy backers, and the quality education promoters.

11. There is now sufficient evidence from on-going extended school year programs, to indicate that either immediate, or ultimate, savings are possible as a result of the more efficient use of educational resources. So far, however, any immediate savings have been restricted to the more drastic plans designed to maximize use of available space. Whether or not the space savers can also pass the test for a better educational program for both pupils and teachers, has yet to be determined.

12. An appraisal of the areas of weakness and strength in the overall program of public education in Richland County, provides a strong rationale for the premise that a program of extended school year education, carefully developed and tailored to its needs, would be a positive step toward better education in District One. Such a program could provide for: a stronger and more relevant instructional program, increased holding power for students and teachers, a decline in disciplinary and attendance problems, a resurgence of public confidence in their schools, a modern and more beneficial school year calendar, and a generally improved educational climate for learning.

RECOMMENDATIONS

1. It is both financially feasible and educationally desirable, for the District to consider the incorporation of the best of the known features of ESY education into a new extended school year program of its own devising.
2. Above all, such a program must be firmly anchored to a sound and progressive curricular base that has increased appeal and relevance for students.
3. As an initial guide for the development of the new program, the Board is respectfully requested to give careful attention to the Committee's own sample-workup program presented herein under the title of, "Peer Progression Education." (see appendix H p.46)
4. Should the reaction of the Board to recommendations 1, 2, and 3 be a positive one; then the following consecutive steps should be taken: acceptance of an ESY design for consideration; formation of a Citizens Advisory Committee to react, and to advise the Board; the launching of an intensive campaign to involve and inform the public; the development of a method for polling the community as to their willingness to back the new program.
5. Although the District Proposal, for additional ESY funds, for the purpose of curricular revision during the 1972-73 session, was not approved by the State Department of Education, the Board should not allow the matter to drop. An even more concerted effort should be made now to secure the needed financial assistance either from Federal or State funds. During the interim, all available local funds should be considered for allocation to this purpose, in order that the commendable beginning made in preliminary

revision during the past school year will not be abandoned.

6. That considerable portion of the rejected proposal concerning the new District TV Studio, and the utilization of its excellent facilities for the purpose of redesigning high cost, limited enrollment courses of superior merit for video tape presentation, *should be retained if at all possible.

7. Upon completion of the initial revision of the curriculum, a manual containing the course writups should be developed for each subject area and distributed to all teachers in the District. Concurrently, curriculum catalogues for all elementary and secondary course offerings should be published, and used by all of the schools in the District.

8. At the conclusion of the first year of implementation for the revised curriculum, a thorough review and critique of the course content material should be conducted for each subject area: thereafter, a periodic appraisal and updating of the total curricular program for the District should be conducted every two to five years. This appraisal should include a survey of student, as well as staff, opinion.

9. A full-time Coordinator For Curricular Studies should be appointed to assist the Administration in the costly and time consuming task of curricular revision; to act as the liaison between the Administration and the departmental chairmen in the schools; and to insure organization and cohesion of effort.

10. Following each appraisal of the curriculum, the Coordinator For Curricular Studies, should make a personal report to the Board pertaining to both the continuing excellence and relevance of the program, and to its uniform application and availability throughout the District. Pertinent data of interest to the public, should be distributed at this time also.

* See WIRC-TV Appendix F p. 38

CONCOMITANT RECOMMENDATIONS

Explanatory note ----

No instructional program, regardless of its excellence, can achieve its maximum potential, unless the total educational program of which it is a part, provides it with an orderly and supportive climate that is condusive to learning.

In the light of the recent, and the not so recent, disruptive influences with which the Administration has been coping, the Committee decided to include these concomitant recommendations in this report, purely as a supportive, and (hopefully) constructive gesture to the Administration. The recommendations themselves were developed from three major sources: the study and research work done by the Committee; the personal and professional experiences and observations of individual members of the committee, and of other district educators with whom they talked; and the reports of representatives of the Committee who visited other schools and school districts across the nation.

The best measures against vandalism; unruly "acting out" on the part of students; and invasion of school property by outside trouble makers; are anticipatory measures. A few of these may carry initially high price tags, but these are largely self-maintaining and may prove to more than pay their way in the long run. The following such measures are strongly recommended: (1) Fenced enclosures for all school grounds, (2) Rejection of all architectural plans for unprotected "greenhouse" designs for school buildings, (3) The establishment of lower student population quotas for secondary schools, (4) Outlawing of all food and drink vending machines on school grounds, and (5) Separate, locked enclosures for all two wheeled vehicles, (6) Development of a data bank for all students and student families in the District, (see appendix J p. 53 for estimate by National Register Company as to the initial cost of such a job contract.)

APPENDICES

APPENDIX A

STATEMENT ON YEAR-ROUND EDUCATION

Adopted at the Second National Seminar on Year-Round Education
Harrisburg, Pennsylvania, April 7, 1970

It is recognized that the standard 180-day school year as it now prevails in most schools is not universally satisfactory; nor has any operating program for a year-round school yet proved to be universally acceptable.

It is recognized that a plan which may be appropriate in one community situation may not be acceptable in another situation; and that the extended programs which seem to have been most acceptable are those which provided flexibility or optional attendance.

It is recognized that every individual is unique and if each is to learn what he needs to know at his own best rate, the school curriculum must be individualized.

It is recognized that the time schedules of individuals and families are continuing to become more diverse and that a student's time in school must be adaptable to this changing situation.

It is recognized that financial resources of any community, state and the nation are limited and must be allocated on a priority basis and that educational programs, including the school calendar, must be designed to obtain optimum economic efficiency.

It is therefore recommended that each State:

1. Take appropriate action to provide enabling legislation and/or policy permitting flexibility of programming so that various patterns of year-round education may be explored at the local level.

2. Take appropriate action to provide state school aid on a prorated basis for extended school programs.

3. Encourage experimental or exploratory programs for year-round education through financial incentive or grant.

It is recommended that each local school system:

1. Consider ways, including year-round education, in which the educational program can be improved in terms of (a) providing a quality education with equality in educational opportunity, (b) adapting to the community and family living patterns and, (c) attaining optimum economic efficiency.

2. Include representation of those who would be affected by the changes in the school schedule in the planning for a year-round education program, including teachers, parents, students, and other interested groups; and provide the public with adequate information about the proposed plan before it is adopted as a mandatory change.

3. Carefully assess the adequacy of the financial resources and current school facilities, including a careful analysis of comparative budgets, before adopting a new schedule.

4. Select and assign staff which will be both effective in terms of the school program and fair and equitable in terms of the demands placed on staff.

5. Carefully develop budgets that will adequately provide for initiating and operating the proposal program and assess adequacy of school facilities before adopting a new schedule. This includes payment to teachers on a prorated basis for additional time worked.

6. Provide, in the initial planning, for the institutionalization of the program if it meets expectations (i.e., do not accept a state, federal or other grant to initiate such a program unless the intent is to adopt it as the regular school schedule if it proves successful and acceptable.)

It is recommended that the U. S. Office of Education and the Education Commission of the States:

1. Encourage experimentation in year-round education.

2. Rigorously examine all year-round education models which seem to be widely acceptable in terms of well-defined, established criteria.

3. Foster the adoption of these plans or models which have demonstrated their value and acceptability so that nationwide patterns may emerge that are compatible with each other.

APPENDIX B

State of South Carolina
Office of Research
Department of Education
The Rutledge Building
Columbia, South Carolina 29204
1971

THE EXTENDED SCHOOL YEAR A POSITION PAPER

RATIONAL

Why should South Carolina consider the implementation of a Year-Round School Plan? How do the advantages to this system measure against the traditional system? With the steady increase of elementary and secondary school enrollment and the consequent resortment to various expedients while waiting for additional facilities to be provided, a concerned South Carolina has been forced to explore the possibility of using its school buildings on a year-round basis. A pronounced need has thus arisen for (1) economic efficiency and monetary relief; (2) quality education - the obligation to serve all students; (3) utilization of opportunities provided by the community and by industry.

ECONOMIC EFFICIENCY AND MONETARY RELIEF [1]

Optimum utilization of educational resources - human and material - is the goal of South Carolina educators. A Year-Round School Plan would necessitate increasing the teacher's salary; however, research indicates that the provisions of twelve-month employment for teachers helps to eliminate the teacher-recruitment problem. More and better-qualified people should be attracted to teaching if it takes on the dimension of full-time work.

This Plan would also help the school system meet its enrollment crisis; class size would be reduced. If a mandatory system is implemented, twenty or twenty-five percent (20% or 25%) of the students will not be in attendance at one time. This decrease in enrollment would reduce, or delay, future plant construction.

Thus, a Year-Round System does not insure a saving of money, but it does insure more prudent use of educational resources. John W. Letson, superintendent of Atlanta Public Schools, evaluates Atlanta's Year-Round System in this way: "We undertook it with the hope of providing a better educational program and greater educational opportunities for the amount of dollar that we had to spend. The cost of school buildings is minor

in comparison with the annual cost of the instructional program. But we are not minimizing or overlooking the economies in the more continuous use of the school buildings."[2]

QUALITY EDUCATION[3]

Since the main purpose of an educational system is to serve the needs of all children, individualization of instruction is a necessity. Hence, a prerequisite is a system in which the curriculum is adaptable to the needs of the individual and in which each child moves at his own comfortable rate. "Individualization of programs provides an excellent opportunity for demonstration of teachers' professional competence. Execution of a centrally determined syllabus, with all children more or less in the same mold, is stultifying for the teacher and, in particular for disadvantaged children, often fruitless. Another important step in the direction of individualized instruction would be elimination of excessive emphasis on the remedial concept. The argument here is not semantic; all education is in a sense remediation, in that it is an attempt to fill in gaps. But education should rather be viewed as a permanent state of progress, the duty of the school being to provide the proper stimulation for any child, wherever he is intellectually and whatever his interest may be. Concepts that force teachers to see all children solely in relation to an artificial standard militate against this view." [4]

This curriculum flexibility would tend to eliminate failures which result from a constant confrontation with unsatisfactory marks imposed by measurement totally unsuited to a child's ability. The pupils are exposed to avenues of remedial work and to channels for study and experience outside the regular curriculum. (Present requirements of courses of study confine exploration into other fields which may be of interest to the students during the regular school term.) Hence, the failure pattern changes with the reduction or delay of dropouts.

Aside from the curriculum flexibility which a Year-Round School Plan allows, there is also the expanded opportunity for student exploration. The disadvantaged child has time to catch up; the bright pupil has the opportunity to accelerate. This curriculum revision and study should result in improved teaching and school programs; for during the "extended time" the teachers have more opportunity to work with the children in different ways. The teachers also have more time to improve their daily preparation for the work of the school year, thus relieving some of the pressure during the school year. The Extended School Year Plan provides opportunities for sabbatical leave, coordinated planning and staff development, coordinated in-service training, and more constant evaluation of quarters or tri-mesters just completed. For example, the staff has the time at the close of <u>each</u> school term to evaluate the <u>total</u> program of the school.

Thus, this added provision of time for the teachers in turn buys more educational time to cope with the knowledge explosion. The continuity of learning in a Year-Round School Plan thwarts any chance of regression caused by the long summer vacation. In addition, having the school provide leadership for the greater part of the year supplies the children with the guidance

and supervision they need. Teachers are assumed to be among the most skillful leaders of youth in our society; hence, their services as educational resources should be managed to obtain optimum utilization.

UTILIZATION OF COMMUNITY AND INDUSTRY [5]

The Year-Round School Plan provides opportunities for the school to better serve both community and industry while also providing more opportunities for students. By reducing the number of young people seeking summer employment and freeing them to be available for employment throughout the year, the number of students graduating from high school with work experience would be increased. Also, the extended time would add a more flexible dimension to vocational education; for the students could choose a curriculum which involved coordination with industry and community on a year-round basis.

APPENDIX C

STATE OF TEXAS
TEXAS EDUCATION AGENCY
AUSTIN, TEXAS
FEBRUARY 1, 1972

TENTATIVE GUIDELINES FOR THE QUARTER SYSTEM

TEXAS PUBLIC SCHOOLS-PARTS I-III

INTRODUCTION

The Texas Education Code, Chapter 16, Subchapter G-1 directs the Texas Education Agency to distribute a "reorganized curriculum based on operation of schools on a quarter basis" in suffitient time so that the new curriculum can be put into operation beginning with the 1972-73 school year. This document has been designed to serve as a general guide for school districts as they plan and implement a quarter system.

The legislative authorization of the quarter system offers opportunities for educational changes in Texas public schools. This document provides guidelines for initiating constructive change.

GENERAL STATUTORY DIRECTIVES

The general directives of Chapter 16, Subchapter G-1 of the Texas Education Code (House Bill 1078, enacted by the Sixty-second Legislature) are as follows:

The Texas Education Agency is directed to distribute a restructured curriculum to districts so that the material which is now covered in two semesters will be covered in three, three-month (60 day) quarters.

Beginning with the 1972-73 school year, districts may operate on the basis of a quarter system. Beginning with the 1973-74 school year, all districts in the State must operate on the basis of a quarter system; however, districts are not required to operate a fourth quarter.

School districts must operate at least three quarters, providing 180 days of instruction and 10 days of inservice education for teachers.

Each district may operate all or some of its schools for all four quarters and shall decide which students attend each quarter. Schedules must be arranged so that members of the same family, attending school in the same district, will be able to attend the same three quarters.

A district may require neither a teacher to teach all four quarters nor a student to attend more than three quarters.

Pupils may be counted for attendance under the Foundation School Program for three quarters. Attendance in the fourth quarter is optional and must be financed by either local funds or tuition.

PART I

Procedures for Administering and Reporting on a Quarter System

Districts Operating Three Quarters

School districts which elect to operate during the 1972-73 school year by dividing the 180 days of actual instruction into three 60-day terms will make application for state funds in the same manner as in 1971-72.

Attendance records are to be maintained on either a six or a twelve-week basis.

Personnel will be allocated in the same manner as in 1971-72.

Payment to the district will be made in ten monthly installments.

Districts Operating Four Quarters

In a district operating any of its schools for all four quarters, Average Daily Attendance for the allocation of classroom teacher units and State and County available school funds will be determined on the basis of attendance during the entire school year. However, a pupil may earn eligible attendance only during three quarters each year. If a pupil attends all four quarters, one quarter of his attendance must be financed by tuition, local funds, or from other sources.

Application for funds will be made in the same manner as in 1971-72, however, the final, or tenth, payment to the district will be held pending final computation of eligibility based upon the Superintendent's Annual Report, showing three quarters of operation, and the supplement, showing the attendance for the fourth quarter.

Classroom teacher units will be allocated on the eligible Average Daily Attendance earned during the entire year. Three quarters of teaching service plus ten days of inservice training and/or preparation for beginning and ending of school year will entitle a teacher to receive a Foundation salary based on ten months.

Classroom teachers serving more than 190 days per year will be paid at the same daily rate of pay for additional days of service as that received during the regular 190 days. If the district has been approved to operate a lengthened school day during a quarter, the daily rate of pay for those days above 190 will be increased proportionately, provided the teacher is actually teaching more hours per day than he would be required to do in a regular 60-day quarter. Classroom teachers who are not fully certified should make arrangements for removing certification deficiencies before committing themselves to teaching four quarters.

Administrative and supportive units will be allotted on the basis of the number of classroom teacher units allocated to the district. Administrative and supportive units allocated for less than twelve months, who serve four quarters, will be paid at the same daily rate of pay for the additional days of service as that received during the initial number of days approved for the particular type of unit. Administrative and supportive units approved for twelve months operation will not be entitled to additional days of reimbursement.

Not more than one year of creditable teaching experience may be counted within a scholastic year.

A district choosing to operate a fourth quarter comprised of less than 60 days must have the plan approved by the Commissioner of Education. In this instance, daily clock hours must be increased sufficiently to meet the total clock hour requirements of a regular 60-day quarter.

The Average Daily Attendance Table of the Superintendent's Annual Report (Part I) will be submitted at the end of the third quarter with a supplement submitted at the end of the fourth quarter. Reporting procedures for other parts of the Superintendent's Annual Report will be arranged to fit individual situations. Other statistical data flowing from districts to the Texas Education Agency will be analyzed during the 1972-73 school year and rearranged as needed for the following school years.

Districts Operating Pilot Programs

School districts may pilot various programs during 1972-73. To obtain approval for a pilot program, proposals should be submitted to

Division of School Accreditation
Texas Education Agency
Austin, Texas 78701

NOTE: INFORMATION AND SUGGESTIONS FOR DEVELOPING PILOT PROGRAMS ARE LOCATED IN PART VI.

PART II

The Quarter System in Secondary School Operation

Grades 9-12

Presently, accreditation standards specify time allocations for grades 9-12 on the basis of 160 clock hours for one credit courses and 80 clock hours for half credit courses. In practice, most schools schedule one credit courses for two semesters and half credit courses for one semester.*

Under the quarter system, the district will have two options in meeting accreditation standards:

> Grant credit on a semester unit plan, as they are currently doing, but extend the instruction time spent daily or weekly in a course. Offer a semester's credit (½ unit for 80 clock hours of instruction) scheduled in one quarter (60 days)
>
> Grant credit on a quarter unit plan. Offer a quarter credit (1 unit for 55 clock hours of instruction) scheduled in one quarter (60 days)

Each of these options is discussed further in the next sections.

---

*Principle IX, Standard 2, in Bulletin 560, Principles and Standards of Accrediting Elementary and Secondary Schools:

> Courses offered for a unit of credit in grades 9-12 are scheduled for a minimum of 160 clock hours of class instruction.
>
> A course may be considered completed and credit awarded under either of the following conditions:
>
> > The student has been enrolled in a course schedule for the minimum clock hours and has made satisfactory progress.
> >
> > The student has demonstrated achievement by meeting the standard requirements of the course, regardless of the time he has been enrolled in the course.

These definitions will allow for flexible scheduling of students for individualized instruction, establishing programs for continuous progress, recognizing differences in levels of achievement of individuals, and yet will assure that all students have available minimum instructional time.

Semester Unit Plan

A district operating on the basis of the quarter system may increase the time per-class period from 55 minutes to 80 minutes. This arrangement requires either a longer school day or a reduction in the number of courses a student takes each quarter. If the clock hour requirements are met in 120 days, as opposed to 180 days, a student may have an opportunity to take additional courses during the third required quarter.

First Quarter	Second Quarter	Third Quarter	Fourth Quarter
A^1	A^2	B	Vacation
C	D	E	

In the illustration above, A^1 and A^2 represent a course which under the semester system is offered for two semesters. Courses B, C, D, and E represent one-half unit courses under the semester system offered for one semester. By increasing the daily class period, a course which presently is offered for a full school year of nine months is offered in only six months, and a course offered for a half year (4½ months) is offered in 60 days. This plan may permit the student to add courses for enrichment, remediation, or independent study which he would not have time for in the two-semester-per-year schedule.

Quarter Unit Plan

A secondary school operating on the basis of the quarter system may wish to follow the traditional daily schedule, with modules of 55 minutes. Courses which are offered now in two semesters (1 unit of credit) will be divided into three quarters. But courses which are offered now in one semester (½ unit of credit) must be modified. For the 1972-73 school year, districts piloting quarter systems will use the List of Approved Courses, Grades 7-12, Recommended for Quarter Plan Operation. This list is found in Appendix B. Information gathered from districts piloting quarter systems in 1972-73 will be used to modify and refine this plan.

School districts have always had considerable freedom under accreditation standards in making decisions about course content, and particularly, about ways in which the teacher may divide this content within the year and within the semester. This freedom in local decision making will continue under the quarter system. How the teacher divides content in a year-long (3 quarter) course will not be written into accreditation standards. Suggestions to teachers will be made through course descriptions and curriculum bulletins distributed by the Agency, but these materials will not be prescriptive.

Under the quarter unit plan, what are now one-half unit courses will become either one or two quarter courses. Some courses will be reduced from 80 clock hours to 55 clock hours of instruction and other courses will be increased from 80 clock hours to 110 clock hours.

Under the quarter unit plan, three quarter units will be granted for each 165 hours of instruction successfully completed. One quarter unit of credit will be granted for each 55 hours of instruction.

Graduation Requirements Under the Quarter Unit Plan

All pupils must complete 48 quarter units plus 5 quarter units of physical education and 2 quarter units of health education. The required units include the following specified subjects:

Subject	Semester Unit Plan	Quarter Unit Plan
English	3	9
World History or World Geography	1	3
American History	1	3
Government	½	2
Mathematics	2	6
Science	2	6
Health Education	½ } 2	2
Physical Education	1½ }	(5) 6
Electives	6½	19
Total required	18	55

For students who accumulate units under two systems, the school may convert semester units to quarter units by multiplying by three. If a student has a half unit of credit in his semester unit total, the half unit shall be rounded to the next quarter unit.

Scheduling Under the Quarter Unit Plan

Districts on the quarter system may arrange the schedule of courses as follows:

First Quarter	Second Quarter	Third Quarter	Fourth (Optional) Quarter
A^1	A^2	A^3	
B^1	B^2	C	
D	E	F	

In the illustration above A^1, A^2, and A^3 represent a three quarter course; that is, a course which earns three quarter units of credit. Course B represents a two quarter course, and it earns two quarter units of credit. Course C, D, E and F represent one quarter courses and they earn one quarter unit of credit each.

Certain quarter courses should be taken by students in an uninterrupted sequence. Because of their emphasis on skill development, foreign language courses fall into this category. What now constitutes Spanish, Level I, for example, should be taken in three consecutive quarters.

Grades 7-8

Presently, accreditation standards specify time allocations for grades 7-8 in certain subjects. In the quarter system, allocations for some subjects will be reduced from 65 to 45 clock hours; for other subjects allocations will be increased from 65 to 90 clock hours. A list of these subjects and their time allocations is found below.

Requirements are as follows:

	Clock Hours, Minimum Semester Plan	Clock Hours, Minimum Quarter Plan
English Language Arts	320	270
Mathematics	260	270
Social Studies	260	270
Science	130	135
Physical Education	130	135
Electives	390	450

Appendix B contains recommended changes in elective courses.

PART III

The Quarter System in Elementary School Operation

Moving to a quarter system may have little effect upon the operation of the elementary schools provided a school operates only three quarters. In districts where staff members, such as art or music teachers, are shared by elementary and secondary schools, their time will need careful scheduling. In the elementary school, the time for reporting to parents may be adjusted to coincide with that in the secondary school.

Though the impact of the quarter system on the elementary school is not likely to be pronounced, the elementary school principal should be aware of its impact on the community and assist in explaining and interpreting the changes to teachers, pupils and parents.

The elementary school principal may also approach a change in his district to a quarter system as an opportunity to begin other instructional improvements, such as modular scheduling, mini-courses and continuous progress or nongraded programs.

In districts initiating a full four-quarter operation, with pupils rotated to attend three of four quarters, the elementary school must adjust its assignment of faculty and pupils so that families desiring a common vacation quarter will have that opportunity.

APPENDIX D

STATE OF ILLINOIS

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

302 STATE OFFICE BUILDING

SPRINGFIELD, ILLINOIS 62706

METHOD OF DISTRIBUTING GENERAL STATE AID TO DISTRICTS ON ALL APPROVED TWELVE MONTH CALENDAR

House Bill 1525 was passed by the Seventy-Sixth General Assembly and was signed into law by the Governor on August 18, 1969. The law authorizes the Superintendent of Public Instruction to determine the General State Aid apportionment to districts that operate on an approved twelve month calendar in accordance with Section 18.8 of The School Code of Illinois as near as may be applicable. The following procedure will be followed in a school district which operates on an approved twelve month calendar during 1970-1971.

I. General State Aid payments in 1970-1971 will be computed on the following basis:

   1. The best six months' average daily attendance for the 1969-1970 school year

   2. The 1968 assessed valuation of the school district

II. For the 1970-1971 school year, attendance shall be maintained for each track. In order to compute the average daily attendance for a month, the total days of attendance shall be divided by the number of school days school was in session for that month. The average daily attendance for the best six months of the fiscal year will be the initial basis for the 1970-1971 State Aid computation. Inasmuch as approximately seventy-five percent of the pupils are enrolled at any time, the best six months' average daily attendance will be multiplied by four and divided by three to determine the district's weighted best six months of average daily attendance. The average daily attendance for pupils in grades 9-12 will be multiplied by 1.25 in the State Aid calculation.

III. General State Aid will be distributed to approved school districts in the following manner:

   1. The first General State Aid payment may be vouchered to the State Auditor immediately following the final approval of the Common School Fund appropriation in an amount equal to approximately one-sixth of the district's General State Aid Claim entitlement for 1970-1971.

2. Beginning September 1970, payments will be made to approved districts in the same manner as General State Aid payments are made to all districts in the State of Illinois; these payments shall reflect any prior reimbursement.

APPENDIX E

BIG CITY CRISES IN EDUCATION

EXCERPTED FROM EDUCATION U.S.A.

NATIONAL PUBLIC RELATIONS ASSOCIATION

WASHINGTON, D. C. 20036

September 6, 1971

On the financial scene, the picture is bleaker than ever. The Philadelphia schools, starting the year with a $68 million deficit, have eliminated all extracurricular activities, including sports. Chicago still faces a $26 million deficit and four Los Angeles high schools have been granted only limited accreditation because of cutbacks in the district. To save money, the Portland, Ore., schools have trimmed every employe's normal working schedule by 20 days. And the Shoreline district in suburban Seattle has closed five of 19 elementary schools and one junior high and has eliminated 586 of 1,400 staff positions. Other large cities, like New York and Detroit, and smaller ones like Dayton, Ohio, and Hammond, Ind., are facing critical shortages. One system, the Unity School District in Waldo County, Maine, has come up with the unique solution of adopting a four-day school week to cut down long-distance busing costs. With the state's permission, the school day will be extended by 35 minutes and school will remain open on Fridays for inservice teacher training.

December 13, 1971

The Chicago Board of Education has averted a threat to close its schools for 12 days during December. The closing, agreed to earlier by the board, was staved off by borrowing $20.9 million against next year's budget. The board also agreed to save another $1.9 million by eliminating holiday pay for all employes for Dec. 24. However, the decision to keep classes in session puts the district further in the red. School officials estimate that the district is now $125 million short of making its proposed 1972 budget of $742 million. For example, the proposed budget freezes teacher salaries by making no provision for $40 million in raises included in the district's two-year contract with the Chicago Teachers Union. Meanwhile, in New York City, the school board has warned that cuts in state aid could force the nation's largest school system to close early next spring. In Cleveland, the board rejected a proposal to place employes on a deferred pay basis through Dec. 31 and obtained permission from the state legislature to borrow $8.5 million against its 1972 revenues. The Ohio Education Assn. reports that elsewhere in the state more than 9,000 students are out of classes due to school closings and that other districts are taking "extraordinary measures" to keep schools open. In Los Angeles, the city school system is projecting a $2.2 million deficit for 1971-72 that may be made up by eliminating the use of substitute teachers during May.

WIRC-TV AND THE PROPOSED PROGRAM

FOR CURRICULAR REVISION

In reference to our conversation concerning the use of our television facilities, I hereby submit the following information.

Richland County School District One in cooperation with South Carolina ETV installed a television studio on a matching fund 50/50 basis, total cost was $25,000.00.

At the present time we have the capabilities for programing into ten (10) secondary schools in our district. By September of 1972 it is projected that a total of twenty-one (21) secondary schools will have the capabilities of receiving six (6) closed circuit channels, one of which will be a direct program line from the Instructional Resource Center Studio of Richland County School District One.

The studio which is located at the Central Office is equipped with professional equipment and all equipment is color compatable. The staff at present is composed of three students from Keenan High School's Career Education Program, the director of the Instructional Resource Center and his Graphic Artist.

Several programs have been produced this year for Secondary level and shown directly in the individual classrooms.

I feel that this studio can offer tremendous flexibility in school courses by providing the opportunity to video programs for low enrollment classes and for courses not offered in all schools.

The studio is backed with the finest software available, including films, tapes, filmstrips, loops, etc.

Through a cooperative effort of ETV and our studio numerous curriculum programs could be produced to reach the needs of our students. Flexibility of scheduling is available through the six (6) closed circuit channels. Teachers have the opportunity to request programs when they want them.

At the present time the television studio is equipped with black and white cameras. At an approximate cost of $15,000.00 the studio can be converted to a full color studio, thus enhancing the learning situation of its materials.

A full time production manager is needed to direct and produce video tapes, approximate cost $12,000.00. Through the cooperation of the Career Education Program we would continue to offer a course in Educational Communication and Technology, and staff the studio with students.

Another Graphic Artist would be necessary due to the extremely heavy load on a district wide basis we have now.

In projecting further the flexibility and wide scope of our capabilities, other districts could have the opportunity to utilize the television studio to produce their own materials for their specific needs. In lieu of this locally produced video tapes could be loaned or duplicated for other districts

To summarize; I feel the positive aspects of local production, flexibility of scheduling, developing of district curriculum programs, and the district share method justifies further consideration.

Cost

Director-Producer	$ 12,000.00
Equipment	15,000.00
Graphic	5,000.00
Miscellaneous Supplies (Tapes, etc.)	3,000.00
Total	35,000.00

RATIONALE AND MECHANICS OF IMPLEMENTATION

FOR PEER PROGRESSION EDUCATION

A PROPOSAL FOR AN EXTENDED SCHOOL YEAR PROGRAM

THE EXTENDED SCHOOL YEAR

RICHLAND COUNTY SCHOOL DISTRICT ONE

1616 RICHLAND STREET

COLUMBIA, SOUTH CAROLINA 29201

AUGUST, 1972

FOREWORD

This program was developed as a summary work-up proposal of suggestions and guidelines for consideration by the Board and the Administration of Richland School District One. Only the key areas for change are included, and even these are presented in an abbreviated form, in order to emphasize the nature of the program.

This is not to infer any feeling on the part of the Committee that these proposals have little merit, nor that they are to be taken lightly. Indeed, it is the desire of every teacher on the committee that the Board and the Administration give their most careful consideration to the content material herein presented. The explanation is given merely in anticipation of questions concerning the incomplete nature of the content as a proposal for the implementation of an extended school year plan, and to stress that it was not the intention of the committee to present a definitive program, but rather a proposal designed for discussion, and, if need be, for debate.

The program incorporates the two previously mentioned features (curriculum revision and alteration of the school year calendar,) gleaned from the extended school year methods study, and includes the following additional recommendations with accompanying rationale:

The School Year

Develop a school calendar that breaks the instructional year into shorter, self contained term; and redistributes a portion of the long summer vacation. (see suggested schedule Appendix H p. 46)

Summer School

Discontinue the "summer school" program entirely. (note that it is not provided for in the proposed schedules.)

As presently constituted, the traditional summer school program is long overdue for the trash heap. Its own limitations dismiss it as educations best answer to the three main reasons for its existance. First; as an effective and adequate vehicle for meeting the needs of students for enrichment, acceleration, and remediation in todays world, it does not pass the test. Second, its rapidly ascending tuition fees ($40 per course in this district, and $50 in Rock Hill and Spartanburg) for the limited course offerings that it does list, is a source of growing frustration both for the near poverty level families who can't afford it, and the others who wonder why they have too. If a student must pay summer tuition to make up work failed, then why not tuition for the pupil who fails his 12th year, and then stays on for his 13th and even his 14th year at the public's expense? Third, as an incentive for teachers seeking summer employment, its record is less than a morale builder. It cannot employ all who would like to teach, and its inability to predict the salary that it will pay, is an all too frequent cause for grumbling and discontent. Happily, there will be no place and little need, for summer school in the proposed program.

Failures & Grade Retentions

Abolish them! Time alone should have taught us that there is little justice in the practice, and less justification for its perpetuation. Young children have a natural curiosity for knowledge and most of them approach their first schooling happy and eager to learn; and they will learn, each in his own way, provided they are not constantly rebuffed and reminded of their inadequaces. All children cannot learn at the same speed nor on the same time table, nor can they all absorb the same amount of knowledge content; yet they can learn, and progress from year to year in their learning. The same is true for older pupils. Given a positive climate for learning, even the "slow" boy or girl can develop surprising patterns of growth in insight and maturation. Such an experience just might contribute toward making school and life a worthwhile and constructive undertaking, in their eyes.

The idea does not appeal to you? Then listen to this... We may not be able to afford the right to fail children much longer - if indeed we ever could. The committee combined the 2.4% elementary failure figure for 1970-71 (see appendix I, p.47) and a rough estimate of the secondary failures (there were no estimates available on failures in the secondary schools in the District) to achieve a working total failures - figure for the 1970-71 school year. Using this total, and related information gained from interviews with various officers of the administration, a sub-committee reported the following - not totally substantiated, but revealing - rough estimate of what it cost this district to fail and to recycle the children who did not make it. The sub-committee report stressed the efforts made to insure that the total estimate would be a deliberatly conservative one, and still the figure was an approximated $1,175,546.

To those who might inquire if it is within the capabilities of the educators in this District to teach children of widely varying abilities at the same grade level, the answer is that despite the failure system - or perhaps at least partially because of it - this is exactly what they have been doing for many years. A child with a fifth grade reading level doing passing work in the seventh grade, for example, is fairly commonplace. Conversely, there are children with good fifth grade reading levels who have "failed" and who are, therefore, still sitting in the fourth grade.

Last December during its annual convention, the National Council of Teachers of English wrote a bold new page in the history of public education when their board of directors gave overwhelming support to a new plan calling for the elimination of failing grades from "all English and language arts courses, at all educational levels."

The committee is pleased to record also that during the past school year, this District has had experimental IGE programs operating in two elementary and one middle school, and has plans completed for four additional elementary schools to be added this fall for the 1972-73 session. In these special programs, failures and grade retentions have been set aside. Children fortunate enough to be assigned to these classes do not "fail". Why not extend this opportunity to learn with his peer group to all of the children in the District?

Please, if only in the interest of a stronger, more equitable, and more effective educational program - lets do it!

In far fewer years than the present system has dragged on, the end results of Peer Progression Education could be reflected in such tangible gains as: a higher percentage of children striving for and achieving their maximum capacity for learning during their twelve years of schooling; less absentism and fewer dropouts; a gradual but steady decline in student hostility and resentment toward education, followed by an equally gradual but steady decline in vandalism and violent behavior; the complete disappearance of the 18 to 22 year old hanger-on as a sad but disruptive influence in the public schools; and the immediate chance to put to better use the over one million dollars in taxpayers' money that it may be costing annually for failures.

IMPLEMENTING THE NEW PROGRAM

At The Elementary Level:

Extend a program simular to the IGE program to all elementary, middle, and junior high schools, reallocating the funds gained from the no failures and other cost savings proposals to partially offset the higher cost of IGE.

At The Senior High School Level:

No cost rise is anticipated here, but adjustments and guidelines must be worked out to clarify questions pertaining to credits and State requirements for graduation, carneige units and grades interpretation and to insure that maximum opportunities for growth and maturation are provided for every student. The latter, along with companion opportunities for enrichment, self study, acceleration, and adequate vocational training should develop as a natural result of the extensive curriculum revision recommended for the secondary schools.

In reference to the questions of graduation requirements, course credits, Carnegie units, and grades; we reinterate that the following proposals are presented; not necessarily as definitive recommendations (although the Committee feels that they have merit,) but as take off points for further exploration should this be deemed advisable.

Graduation Requirements:

Every student who continues in school shall receive twelve full years (plus kindergarten should this be added) of the finest educational opportunities that the District can provide. Upon the conclusion of his twelfth year, he shall be elegible to participate in his schools graduation exercises and shall be elegible to receive either a diploma or a certificate. Which of the latter he receives will be determined by the students own decisions pertaining to his acceptance or rejection of District and/or State requirements as to his successful achievement in the basic learning areas required for a high school diploma.

Should he choose not to accept the school's recommendations for courses needed to give him the basic training required, then he shall receive a certificate. In the event that such a student, upon the conclusion of his twelfth year, desires to reject the certificate and still work toward a high school diploma, then the student upon his own consent, shall be enrolled by his high school in the Districts' adult education program where he may work at his own speed toward this goal. Upon the successful completion of his work, the student shall then have the choice of a diploma given either from his former high school or from the Adult Education School.

Course Credits, Carnegie Units, And Grades:

The much misunderstood and frequently misinterpreted "cumulative" feature of the current grading system will be eliminated automatically by the shorter, self contained courses proposed under the tri or quarter system. The remaining portion of the alphabetical grading system (the F having been eliminated by the no failures feature) should be replaced by an, as simple as possible, "credits earned" form of reporting such as the following:

Report Mark	Interpretation
C 1	Credit with Honors (or Credit with Distinction where honors credit is not needed or does not apply.) The mark indicates outstanding achievement in intellectual growth and personal maturity.
C 2	Credit with Merit The mark indicates commendable growth in personal and intellectual achievement.
C 3	Credit with Consideration The mark indicates that the student did not fulfill the basic learning requirements for the course. A recommendation for enrollment in a companion course of study designed to assist him in overcoming his difficulties is sent to the student and his parents. If they accept the recommendation, then the student is given credit for his participation in the course and assigned to the companion course for the next quarter.

Report Mark	Interpretation
C 4	No Credit Given

Should the student and parents in the C 3 situation choose to reject the recommendation to enroll in a companion course, they are free to do so. He then receives no credit for the course in question and his mark is a C 4.

Grade Equivalents: Numerical and alphabetical grade equivalents, frequently needed for clarification in the forwarding of transcripts to other school systems, could be worked out at the Administration's discretion, very much as they are now.

Course Credits: In the matter of course credits, one bonus for students from the shorter course units should be an easing of the annual frustration to squeeze the desired enrichment courses, the required courses for high school credit, and the personal interest activities, into the school's necessarily tight time schedule. In fact, since course units would carry only 1/4 to 1/2 credit, more students would be able to relax their tensions by taking a few "mini" courses simply for the joy of learning or acquiring a new skill. A skill, incidentally, that could develop later into an avocation or a hobby, thereby equipping him better for those longer weekends and earlier retirement of the future.

Carnegie Units: Carnegie units can be equated in a number of ways. Louisville, Kentucky does it this way:

REQUIREMENTS

For Grade Placement and Graduation

Grade Placement	Points	Carnegie Units
Sophomore	12	4
Junior	24	8
Senior	39	13

Graduation requirements: 54 points 18 Carnegie Units

		Points	Carnegie Units
(1)	English	12	4
(2)	Mathematics	6	2
(3)	Science	6	2
(4)	Social Studies	6	2

3 points or 1 unit of which shall be American History

(5)	Health	1.5		0.5	
	Physical Education	1.5	3	0.5	1

APPENDIX H

SCHEDULE I

A Proposed Schedule for Peer Progression Education an Extended School Year - No Summer School Plan

RICHLAND COUNTY SCHOOL DISTRICT ONE
Administration Offices 1616 Richland Street, Columbia, S. C. 29201 Claud E. Kitchens, Superintendent

TO: ALL PRINCIPALS

FROM: HAROLD L. VAUGHN

RE: RETENTIONS - 1970-1971

DATE: JANUARY 1972

One of the objectives for South Carolina Public Schools adopted by the State Board of Education on May 8, 1970, was: To reduce the number of students repeating the first grade from the present 15% to a maximum of 5% by 1975. The high rate in the first grade is viewed as one of the major contributing factors to South Carolina's high dropout rate in later grades.

For the past five years Richland County School District One has gradually reduced its first grade retention rate:

YEAR	% GRADE 1 RETAINED
1966-1967	13%
1967-1968	14%
1968-1969	9.9%
1969-1970	9%
1970-1971	9%

The national failure rate in grades 1-12 is less than 5% but even this rather modest figure is disturbing. The only failure rates available in Richland County School District One is for grades 1-6. The per cent of retention has gradually decreased for the past five years in these grades.

YEAR	% RETAINED (Grades 1-6)
1966-1967	4.6%
1967-1968	4.2%
1968-1969	3.2%
1969-1970	2.5%
1970-1971	2.4%

The factual information presented here will be the retention rates in the Richland County School District One for the past five school years.

The questions are beginning to be asked concerning the effects of kindergarten on the retention rate, especially at the first grade level. With the Head Start and kindergarten programs, will the retention rate decrease? As we learn more and more about children and learning, perhaps our philosophy toward retention will change. In the last few years research has given us some startling facts concerning retention. The attitude that we take toward retention can have far-reaching effects on the lives of elementary children.

The most crucial years of a child's life are from one to thirteen. By the age of 13 a student has fairly formulated his character, attitudes, and values. It is said that 98 percent of the environment's positive or negative effects have been brought upon new life by the age of 13; 80 percent of this happens by the age of 8 and 50 percent by the age of 4. In other words, if the schools desire to influence the development of the child, they must concentrate on what happens to him mainly in the first 8 years and thereafter in the next five.

Everyone will agree that children are individually different. Yet, when it comes to intellectual and academic growth, pupils are usually put into molds permitting little if any deviations. But, we do know that for many years the good teachers have recognized that the pupils who come to them are not all at the same level in any respect; age, intelligence, knowledge, diligence, interest, need, reading ability, etc. They have taken the pupils as they found them, did the best they could for a term, then passed them on to let another reacher have a go.

Failure experiences are a set of debilitating events in the lives of deprived children. A recent issue of Childhood Education carried an article relative to the effects of failure on deprived children. Here is the quote,

> One of the major problems of deprived children is that they simply fail too often. Failure is everywhere around them, anchored in their social milieu. These debilitating effects of failure can also be found in the middle-class children, of better than average intellect, whose achievement do not measure up to their parents' expectations. I make this point because I find myself appalled that, in certain of the recent efforts, deprived children or retarded children are viewed as being different in kind from our more typical child. The fact that a child is deprived or retarded is not what invariable makes him act the way he does (7). Rather, many of his behaviors are an outgrowth of particular experiences and would often be found in any child who had experienced these events, regardless of the child's IQ or socio-economic class. We can, of course, expect to find a higher prevalence of reactions to failure in deprived children than in middle-class children, for the simple reason that the deprived child has a greater likelihood of experiencing atypical amounts of failure.
>
> One common reaction to massive amounts of failure that we have investigated is a much lowered expectancy of success with concimitant lowered aspiration level. The child who fail too often sets an aspiration level for himself beneath which he is capable of accomplishing (3). Failure to appreciate lowered aspiration levels in children can drive a well-meaning teacher beserk. A child given a two-part task with each part of equal difficulty solves the first part but not the second. No cognitive reason serves to explain why the child does not solve both parts. When faced with such a stiuation, the teacher finally dams his curriculum, his own abilities as a teacher, or perhaps most frequently the child himself. In these circumstances, the child is often considered unteachable, if not downright perverse. Here, again, the teacher too readily succumbs to the view that the child is nothing but a cognitive system. A more correct interpretation is that the child has failed so often that he is satisfied with solving only the first part of the task. Quite satisfied with his own accomplishment, the child cannot, for the life of him, understand why the teacher is dissatified. The child thinks he has succeeded while the teacher has indicated that he has failed.

Tables I, II, III, IV, and V show the retention of pupils by grades in the district for the 1966-1967, 1967-1968, 1968- 1969, 1969-1970, 1970-1971 school years.

TABLE I: RETENTIONS: 1966-1967

	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Total
Enrollment	3908	3649	3571	3620	3454	3435	21,637

	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Total
Retained:	513	230	110	63	45	44	1,005
%Retained:	13%	6.3%	3%	1.7%	1.3%	1.28%	4.6%

TABLE II: RETENTIONS: 1967-1968

	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Total
Enrollment:	3880	3580	3508	3545	3587	3428	21,528
Retained:	547	134	108	50	39	24	902
%Retained:	14%	3.7%	3%	1.4%	1%	.7%	4.2%

TABLE III: RETENTIONS: 1968-1969

	Gr. 1	Gr. 2	Gr. 3	Gr.4	Gr. 5	Gr. 6	Total
Enrollment:	3803	3393	3470	3365	3479	3476	20,986
Retained:	375	120	71	34	49	23	672
% Retained:	9.9%	3.5%	2%	1%	1.4%	.66%	3.2%

TABLE IV: RETENTIONS: 1969-1970

	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Total
Enrollment:	3491	3545	3377	3399	3344	3375	20,531
Retained:	327	88	49	14	20	23	521
%Retained:	9%	2%	1.4%	.4%	.6%	.68%	2.53%

TABLE V: RETENTIONS: 1970-1971

Enrollment:	3369	3203	3365	3254	3279	3248	19,717
Retained:	305	85	32	23	15	20	480
% Retained:	9%	3%	1%	.7%	.5%	6%	2.4%

These figures don't include the retention of students in the secondary grades (7-12). The national retention rate (grades 1-12)as reported in most professional magazines is less than 5 percent, but even this rather modes figure is disturbing. The concern is brought about by several factors: What do we know about the effects of retention?

1. Retention costs lots of money, millions of dollars a year. The retention of Students adds one or more years to their school career. The approximate additional cost per year to Richland County School District One from overage elementary school pupils based on pupils in the sixth grade in 1968-1969 and on $400 per pupil per year was $594,400.
2. Retention does immeasurable damage to the personalities of the children. Children haven't developed methods of coping with failure. Failure discourages a child and deters his efforts to achieve. The fear of failure doesn't work as an incentive to greater achievement.
3. Retention has a negative effect on the child's social acceptance, personality adjustment, attitude toward his peers, teachers, and school in general.
4. Retention causes child and parent to view the school as having failed.
5. Retention relates directly to the increasing number of school dropouts.
6. Retention doesn't benefit students academically and emotionally. A majority of the studies indicate that most slow learners profit significantly more from promotion than from non-promotion. It has been shown in research studies that the average repeater learns no more in two years than an equally able student who has been promoted learns in one year. In fact, many of the studies found that from 20 to 40 percent of the retained students do poorer work.
7. Retention doesn't provide for a more homogeneous class for the next teacher. The heterogeneity sought is more than offset by the natural growth and expansion of abilities within the remaining group.
8. Retention doesn't produce or develop higher scholastic standards. The school districts with the higher rate of promotion also have higher scholastic standards.

What, then, is the answer--to promote, or not to promote? Although non-promotion is generally ineffective, promoting the slow learners to tasks beyond their comprehen-

sion is no deed of kindness. It appears that to promote or not to promote is not the question, but what seems best for each individual child based on what we know about the learning process, the nature of the individual and the effects of promotion and retention. Most school systems have moved by imperceptible degrees to a position where promotion is practically automatic. It appears that automatic promotion is really the only sensible plan to follow when nobody knows for sure what standard to use.

For ages the best teachers have recognized that the pupils who came to them are not all at the same level in any respect; age, intelligence, knowledge, diligence, interest, need, reading ability, etc. They take pupils as they find them, do the best they can for a term, then pass them on to let another teacher have a go. Children do not fail. Some don't make as much progress as others. Perhaps the system fails. Our responsibility is to provide a continuous learning program for each pupil.

N. C. R. COST ESTIMATE ON FAMILY DATA BANK
PREPARED FOR MISS JOYCE GAYDEN, ESY DIRECTOR
PREPARED BY NATIONAL CASH REGISTER COMPANY
1616 GERVAIS STREET, COLUMBIA, SOUTH CAROLINA
MARCH 1972

APPENDIX J

INTENSIVE PLANNING CLUSTER SOFTWARE PROPOSAL

This is a proposal for the systems design and programming necessary to create a data bank and produce a series of statistical reports on the families and students in the intensive planning cluster.

I.	Create Data Bank A. Systems Design B. Assist in design of input data form C. Design file layouts D. Write the data lead program The preceeding is required before any reports can be prepared.	$650.00
II.	Report projecting the number of students in each grade level for the next five years.	$250.00
III.	Report projecting the number of students that will be riding a school bus for each of the next five years.	$250.00
IV.	Report projecting by street and block the density of students riding a school bus for each of the next five years.	$350.00
V.	Report projecting by street and block the density of students for each of the next five years.	$300.00
VI.	Report reflecting the number of students by age for each school level.	$200.00
VII.	Report reflecting the number of students and families on welfare.	$125.00
VIII.	Report projecting the number of students in the lunch program for each of the next five years.	$200.00
IX.	Report reflecting the family status of each student.	$125.00
X.	Report projecting grade density by grade by school for each of the next five years.	$250.00
	Total Project	$2,700.00

(OE4351-2)
(Revised August, 1970)

PART III - BUDGET SUMMARY/EXPENDITURE REPORT - TITLE III, P. L. 89-10

A. NAME AND ADDRESS OF LOCAL SCHOOL DISTRICT

Richland County School District One
1616 Richland Street
Columbia, South Carolina 29201

B. PROJECT NUMBER

#00-0000-71-066

C. BUDGET PERIOD (Month, Day & Year)

FROM: 9/1/71 TO: 8/26/72

D. ( ) PROPOSED BUDGET SUMMARY (X) ESTIMATED EXPENDITURE REPORT
( ) REQUEST FOR FUNDS ( ) FINAL EXPENDITURE REPORT

E. EXPENDITURE ACCOUNTS — EXPENSE CLASSIFICATION - For Title III Funds Only

	FUNCTIONAL CLASSIFICATION	ACC'T NO.	SALARIES PROFESSIONAL	SALARIES NON-PROFESSIONAL	CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL AND PER DIEM	EQUIPMENT	OTHER EXPENSES	TOTAL TITLE III FUNDS	TOTAL OTHER FUNDS	TOTAL BUDGET (10 + 11
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1	ADMINISTRATION	100	12,200.00	1,909.89		396.46	695.90	XXXXXX		15,202.25		
2	INSTRUCTION	200				158.77	213.17	XXXXXX	2,000.00	2,371.94		
3	ATTENDANCE SERVICES	300					-	XXXXXX				
4	HEALTH SERVICES	400						XXXXXX				
5	PUPIL TRANSPORTATION	500						XXXXXX				
6	OPERATION OF PLANT	600						XXXXXX	120.00	120.00		
7	PLANT MAINTENANCE	700						XXXXXX				
8	FIXED CHARGES	800	XXXXX	XXXXX		XXXXX	XXXXX	XXXXXX	1,952.51	1,952.51		
9	LEASING FACILITIES	830						XXXXXX				
10	FOOD SERVICES	900						XXXXXX				
11	STUDENT ACTIVITIES	1000						XXXXXX				
12	COMMUNITY SERVICES	1100						XXXXXX				
13	SITE IMPROVEMENT	1210c						XXXXXX				
14	REMODELING	1220c						XXXXXX				
15	CAPITAL OUTLAY	1230	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX		XXXXX			
16	TOTAL		12,200.00	1,909.89		555.23	909.07		4,072.51	19,646.70		

F. SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT

Charles E. [illegible]

DATE

August 25, 1972

SDE 45-001Z TD1/29/71

Estimated Expenditures

EQUIPMENT USE REPORT
TITLE III, P. L. 89-10

Title of Project Extended School Year

Project Number 00-0000-71-066

School District Richland County School District One

Signature of Person Authorized To Receive Grant Claud E. Kelly

INSTRUCTIONS

This report consists of two parts. They are:

PART A - DESCRIPTION OF ACTIVITIES

PART B - EQUIPMENT INVENTORY (No Equipment Purchased under this Program)

Please submit five (5) copies of the entire report.

PART B - EQUIPMENT INVENTORY
TITLE III, P. L. 89-10
END OF PROJECT

Project # 00-0000-71-066

1 Quantity	2 Model Number & Description	3 Purchase Price	4 Present Location	5 Proposed Location	6 Activity Number
	NO EQUIPMENT PURCHASED UNDER THIS PROGRAM				